



# SOLVING THE PROBLEMS OF V AND VIII STANDARD STUDENTS IN THEIR TAMIL AND ENGLISH READING SKILLS THROUGH INNOVATIVE PRACTICES

Dr. M. Anbuchelvan

Lecturer, DIET, Kumulur, Trichy District, Tamil Nadu, India.

## ABSTRACT

The objective of the study was to find out the Effectiveness of using innovative practices in C and English reading skill among V and VIII standard students. The study dealt here was an experimental one, with Pre-test, post-test, and single group design. Sample size was 183 students. Innovative practice: - A card which contains a Tamil OR English word was given to the first student. He was asked to pronounce the word. If any difficulty occurs the researcher helps him and he pronounces the word properly. If the first student pronounced the word correctly, then the second student was asked to do the same. The first correct pronunciation becomes a Remedial teaching to a student who had not pronounced. The second, third and fourth correct pronunciations would be the Feedback teaching to the students who had not pronounced. Mean, Standard Deviation and t-test were used to analyse the data. It was found that students reading skill improved due to the usage of innovative practice in Tamil and English.

**KEYWORDS:** Remedial teaching, Feedback teaching.

## INTRODUCTION:

Reading is giving meaning to symbols, pictures and letters. In this process a reader associates the sound with the letters of the alphabet. We can also say that a reader recognizes the script. It is also a process of getting the message of written a text. Reading is meaning making. It is a kind of interaction where a reader interacts with the text. Reading involves visualizing and re-constructing the writer's ideas in the readers mind. Adult read with a purpose. Children also read for a purpose. The purpose of reading may be put under three broad categories. They are: to be able to live-one reads instructions, indications and medical prescriptions.

## RATIONALE FOR THE STUDY:

Activities are highly expressive and realistic and are useful motivating, simplifying the learning process. The researcher being a lecturer in DIET, he made visits to schools. That time he observed that in some schools, the Tamil and English reading skills of V and VIII standards students were very poor. Some students felt very difficult to identify both Tamil and English letters. Students felt hard to read their Tamil and English text books. Hence the researcher identified that students have basic problem in their reading skills. The researcher decided to improve their reading skill through innovative practices. Hence the Researcher takes up this topic to get solution.

## OBJECTIVES OF THE STUDY:

The objectives of the study are:

- To measure the previous knowledge of the students in Tamil and English reading skills.
- To give treatment through innovative practices to the students who are poor in reading skill.
- To find out the achievement level of the students after treatment through innovative practices and Teaching Learning materials.
- To find out the significance of difference between pre and post tests scores of the V standard Students.
- To find out the significance of difference between pre and post tests scores of the VIII standard Students.

## METHODOLOGY:

The present research comes under Experimental type, as the study deals with cause and effect relationship. It is a single group pre-test and post-test design. Teaching through innovative strategies is independent variable. Achievement in reading skills is the dependent variable.

## SAMPLE OF THE STUDY:

There are 42 students studying in standard V and 21 students studying in VIII standard in lalgudi block schools were poor in Tamil reading skill. There are 80 students studying in standard V and 40 students studying in VIII standard in lalgudi block schools were poor in English reading skill. Sixty three students for Tamil and 120 students for English had been taken as sample for the study. Schools are taken from the list of low reading performance schools which was ranked by the DIET faculties in Trichy district.

## TOOL USED IN THE STUDY:

Rating scale was used as tool for measuring Tamil & English reading skill of the students. By using this tool previous level of (pre test) Reading skill in Tamil & English of the students was found. The same tool was used for measuring the achievement level of (post test) Reading skill in Tamil & English of the students after treatment through innovative practices. The rating scale was in a three point scale consisted of "Poor for 0", "Medium for 1" and Good for 2".

## TREATMENT

### Innovative practices in Tamil:

Students were grouped into four or five in each. A Tamil card (Card 1) which contains a Tamil word was given to the first student. He was asked to pronounce the word. If any difficulty occurs the researcher helps him and he pronounces the word properly. Then the first student was asked to pronounce the same word. At that time all the other students in the group silently observed the same. If the first student pronounced the word correctly, then the second student was asked to do the same. Like that the process was going on. So each and everyone in the group identified the letters in the word and learn to pronounce the word.

If a student could not pronounce correctly means the same matter would be asked to pronounce by the next student in a group. The first correct pronunciation becomes a Remedial teaching to a student who had not pronounced. The second, third and fourth correct pronunciations would be the Feed back teaching to the students who had not pronounced. So each and everyone in the group identified the letters in the word and learn to pronounce the word.

### Innovative practices in English:

Students were grouped into four or five in each. An English card (Card 1) which contains an English word (Mono syllabic or Disyllabic or Tri-syllabic or Multi-syllabic) was given to first student. He was asked to pronounce the word. If any difficulty occurs, the researcher helps him and he pronounces the word properly. Then the first student was asked to pronounce the same word.

At that time all the other students in the group were asked to observe the same silently. If the first student pronounced the word correctly, then the second student was asked to do the same. Like that the process was going on. So each and everyone in the group identified the letters in the word and learn to pronounce the word. If the student has any difficulty in pronouncing the English letters means the English alphabets card was taken and the English letters were taught to the student. English alphabets were pronounced by the researcher until the student was able pronounces it correctly.

If a student could not pronounce correctly means the same matter would be asked to pronounce by the next student of a group. The first correct pronunciation becomes a Remedial teaching to a student who had not pronounced. The second, third and forth correct pronunciations would be the Feed back teaching to the students who had not pronounced. So each and everyone in the group identified the letters in the word and learn to pronounce the word. This strategy could give immediate Remedy and Feedback teaching for the students. So each and everyone in the group identified the letters in the word and learn to pronounce the word.

**STATISTICAL TECHNIQUES USED IN THE STUDY:**

Mean and standard deviation were calculated for the pre and post tests scores of the students. Using t-test, significance of the difference between the means of pre and post tests was calculated.

**ANALYSIS OF DATA:****TABLE 1: NUMBER OF STUDENTS IN LOW LEVEL TAMIL READING SKILL – PRE TEST.**

Sl. No	StD	No. of students
1.	V	42
2.	VIII	21
	Total	63

This table shows that 63 student is in the low reading skill level in pre test. In V standard 42 students and in VIII standard 21 students are in unsatisfactory level in Tamil reading skill.

**TABLE 2: NUMBER OF STUDENTS IN LOW LEVEL TAMIL READING SKILL – POST TEST.**

Sl. No	StD	No. of students
1.	V	2
2.	VIII	2
	Total	4

This table shows that 4 student is in the low reading skill level in post test. In V standard 2 students and in VIII standard 2 students are in unsatisfactory level in Tamil reading skill after treatment. It reveals that the minimum numbers of students in unsatisfactory level in post test may due to the treatment given in Tamil reading skill among the students by the researcher.

**TABLE 3: NUMBER OF STUDENTS IN LOW LEVEL ENGLISH READING SKILL – PRE TEST.**

Sl. No	StD	No. of students
1.	V	80
2.	VIII	40
	Total	120

This table shows that 120 student is in the low reading skill level in pre test. In V standard 80 students and in VIII standard 40 students are in unsatisfactory level in English reading skill.

**TABLE 4: NUMBER OF STUDENTS IN LOW LEVEL ENGLISH READING SKILL – POST TEST.**

Sl. No	StD	No. of students
1.	V	14
2.	VIII	11
	Total	25

This table shows that 25 student is in the low reading skill level in post test. In V standard 14 students and in VIII standard 11 students are in unsatisfactory level in English reading skill after treatment. It reveals that the minimum numbers of students in unsatisfactory level in post test may due to the treatment given in English reading skill among the students by the researcher.

**FINDINGS OF THE STUDY:**

The major findings of the study are given below:

- 1) In pre test sixty three students are in the poor reading skill level in Tamil.
- 2) In post test four students are in the poor reading skill level in Tamil. It reveals that the minimum number of students in the poor reading skill level in post test may be due to the treatment given in Tamil reading skill among the students by the researcher.
- 3) In pre test one hundred and twenty students are in the poor reading skill level in English.
- 4) In post test twenty five students are in the poor reading skill level in English. It reveals that the minimum number of students in the poor level in English reading skill may due to the treatment given in English reading skill among the students by the researcher.
- 5) There is significant difference in the mean scores of the pre and post tests of V & VIII standard students in Tamil & English reading skills. In other words,

it may be stated that the students have higher achievement level in post test after treatment through innovative practice in Tamil & English reading skills.

**CONCLUSION:**

The present study has attempted to find out the effect of innovative strategies on Achievement in reading skills among V and VII standard students in Tiruchirappalli District. It is interesting to note that there is significant difference in pre and post test scores. Student acquired good reading skill in both Tamil and English languages when treatment was given through activities with materials. Students get direct experiences in this approach. Direct experiences are yielding fruitful learning results among the students. If the teacher follows the activities in the beginning of the academic year to all students, the low achievers will perform well. Hence the teacher was asked to follow the strategy as much as possible. Students are very much interested in learning through this strategy which was practiced by the researcher.

**REFERENCES:**

1. Activity based learning .Training module. (2005) DTERT, Chennai-600 006.
2. Bestjohn, w. (1970) Research in Education, Prentice Hall., New Jersey.
3. Bhatiya, B., D. (1990) Principles of Education, Kalyani Publishers, New Delhi.
4. Chauhan, S.,S. (1983) Innovations in Teaching, Learning Process, Vikas Publishing House Private Limited, New Delhi.
5. Good, C.,V. (1973) Dictionary of Education, Mc Graw Hill Book Company, New York.
6. National Curriculum for School Education (2005) A framework NCERT, New Delhi.